DOCUMENT RESUME

ED 256 879 CE 041 381

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TITLE A Specification for the Training of Trainers. First Edition.
INSTITUTION New Zealand State Services Commission, Wellington.; Vocational Training Council, Wellington (New Zealand).
PUB DATE May 82
NOTE 156p.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC07 Plus Postage.
DESCRIPTORS Adult Education; Behavioral Objectives; Competence; Evaluation; *Job Skills; Performance; *Program Development; *Trainers; *Training Methods; *Training Objectives
IDENTIFIERS *Competency Lists

ABSTRACT

This guide for the providers of training for trainers details the core (job) competencies required for the majority of specialist training jobs. Its purpose is to provide a basis from which the planning and development of training for trainers can proceed. Introductory materials include definitions of the roles of the trainers, other definitions, meanings of the various headings used in the job competency statements, and definitions of competency levels. A table indicates, for each competency, the level of competency needed by the different types of trainers. A description of the target population (trainers) is followed by an outline of modules that includes target population, purpose, and a list of competencies covered. The 31 job competency statements comprise the bulk of this specification. A chart specifies performance measure, competency level for trainer, and instructional setting. Under each numbered statement of job competency are listed the knowledges and skills that enable competence. The competencies are organized under seven topics: analysis of training, design and development of training, delivery of training, evaluation of training, management of training, management of trainers, and trainer's self-development. A glossary of terms is appended. (YLB)

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FOREWORD

This specification was originally drafted for the Vocational Training Council as the first step in developing a comprehensive progarmme for the training of specialist trainers. It is based on research conducted by the Vocational Training Council in New Zealand and overseas. In its original form it was distributed to training practitioners throughout the county in both the public and private sectors as a discussion document and as a result of comment received extensively amended.

While the Vocational Training Council was developing this draft specification the State Services Commission was developing and trialling an instructional techniques module for public sector trainers. From their combined experience a national Training of Trainers programme has now been developed as a joint venture and this specification has been adopted as the framework for that programme.

It is of necessity a dynamic document which will be updated as a result of the experience gained from developing and conducting training for trainers.

The providers of training for trainers should find it a useful guide to the job competencies expected of trainers and what needs to be learnt to become competent.

Lastly the specification provides a model for the type of detailed blueprint that can be drawn up to define the training requirement for any particular area of work.

Derek E Wood
Director
Vocational Training Council

Ron Gibson
Director of Training
State Services Commission

PREFACE

The first draft of The Specification for the Training of Trainers was published as a discussion document and circulated widely among training practitioners for comment. As a result of the comments received the following changes have been made to the specification.

ROLES OF THE TRAINER

The roles of the trainer have been re-defined as Training Manager, Generalist Trainer, Training Designer and Media Specialist.

TARGET POPULATION

A full description of the target population is provided.

COMPETENCY STATEMENTS

Competency statement number nine has been developed into two new competencies nine and ten and a new competency in self development (thirty-one) has been added. Extensive additions and amendments have been made to the knowledge and skills listings which put more emphasis on interpersonnel, group leadership and marketing skills.

SURVIVAL COMPETENCIES AND LEVELS

A ready reference table is provided which identifies with an asterisk against the competency level those competencies considered essential to the "survival" of the trainer.

GLOSSARY OF TERMS

A glossary of terms used in the specification is included as an appendix.

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A SPECIFICATION FOR THE TRAINING OF TRAINERS

INTRODUCTION

The specification for the training of trainers details the core competencies required for the majority of specialist training jobs. Its purpose is to provide a basis from which the 'planning' and development of training for trainers can proceed.

It is necessarily a technical document for the use of those directly involved with the provision of training for trainers. Less technical documents which have a wider application such as a self-development guide for novice and experienced training practitioners could be developed from the specification.

The terms training and trainer are normally used to describe a wide range of activities and jobs. This specification is aimed at those who have a separate and clearly identifiable training role which either comprises their entire job or a substantial part of their job.

ROLES OF THE TRAINER

For the purpose of the specification on the roles of the trainer have been defined as follows:-

Manager of the training function

Common designations:
- Training Manager
- Personnel Manager
- Director of Training
- Superintendent of Training
- Executive Training Officer
- In Service Education Supervisor

Managers of the training function are primarily responsible for planning, organising, leading, and controlling training personnel, money, equipment

and materials to meet the needs of an industry, corporate group, region or company. They may also act as a training adviser, consultant and promoter.

Generalist Trainer

Common designations: Staff Training Officer
Training Officer
In Service Tutor

Generalist trainers are primarily responsible for analysing training needs, planning and developing training programmes, conducting training and evaluating the results of training. If in a sole charge position they may also manage a training budget and training resources. Depending upon circumstances the generalist's job could be heavily slanted to course running, administration of training or consultancy work. Rarely will the generalist be in a position to do full justice to every phase of the training process without specialist support.

Training Designer

Common designations: Training Designer
Training Developer
Programme Planner
Curriculum Developer

Training designers are specialists primarily responsible for analysing training needs and designing and developing new training courses and programmes.

They are normally employed by large organisations or in private practice.

Media Specialist

Media specialists are primarily responsible for the scripting and production of training material through the medium of video, movies, small computers, tape/slide, print, graphic displays etc. They are normally employed by large organisations or in private practice.

DEFINITIONS

Target Population (pages 13/14)

The target population describes the characteristics of the trainers for whom the specification has been developed. This description provides a set of assumptions about likely course participants which can be used in making decisions on appropriate instructional methods and materials.

Job Competency Statements (pages 19 to 78)

Following the description of the target population and comprising the bulk of the specification are the thirty or so job competency statements. Listed under each numbered statement of job competency are the knowledges and skills which enable competence.

These statements provide the course designer, provider, participant and course evaluator with clear guidelines on what is to be taught, learnt, attained, tested and applied on the job.

HEADINGS

The various headings used in the job competency statements have the following meanings.

Job Competency

A precise statement of what a trainer must be able to do on the job.

Performance Measure

A description of the minimum acceptable standards of job competence.

Competency Level

A guide to the level of competency appropriate for a particular training role.

Instructional Setting

Training can be conducted by a variety of agencies using a variety of means. These agencies include tertiary institutes, professional bodies and private consultants.

The means include formal training, self study and job aids. The setting is a combination of the means and agency that enable the trainer to become competent.

Knowledges/Skills

The knowledges and skills listed under each job competency are those which are essential to competent performance. To retain the modular design of the specification knowledge and skills common to several job competencies are repeated under the statements to which they apply.

LEVELS OF COMPETENCE

Level	Definition
1	Familiarisation training given. The course participant is not expected to be able to perform competently by the end of training.
2	The course participant demonstrates in training the ability to perform competently, although not with the polish and skill required on the job.
3	The course participant demonstrates in training the ability to perform to the level of competency required on the job.

* Signifies a competency essential to "survival"

Survival Competencies

Survival competencies are those which enable the trainer to survive and eventually become an effective behavioural change agent. They are competencies relevant to all trainers regardless of their position.

The survival competencies are competencies numbers 5, 6, 7, 8, 10, 15, 27, 28 and 31. Attaining these will involve the trainer in learning the following skills.

Conceptual Skills

The ability to understand concepts on learning, training and organisation development and communicate them to others.

Diagnostic Skills

The ability to study total organisation structures, performance problems arising in any part of them, identify key areas requiring change and assess likely obstacles to change.

Interpersonnel Skills

The ability to work with individuals and groups, establish helping relationships and act as a catalyst for change.

Design/Development/Instructional Skills

The ability to create, manage and evaluate cost effective learning situations.

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TABLE

COMPETENCY LEVEL

COMPETENCY	TRAINING MANAGER	GENERALIST TRAINER	TRAINING DESIGNER	MEDIA SPECIALIST	INDEX PAGE No
Analysis of Training					
1 Select and develop data collection methods	3	3	3	1	19
2 Analyse performance problems	3	3	3	1	21
3 Analyse tasks	1	3	3	2	23
4 Analyse jobs	3	3	3	2	25
5 Analyse organisation problems	*3[1]	*3[1]	*3	*3	27
30 Forecast human resources requirements	3	3	3	1	76
Design and Development of Training					
6 Design instruction	*3[1]	*3[1]	*3	*3	27
7 Develop instruction	*3[1]	*3[1]	*3	*3	30
Delivery of Training					
8 Conduct instruction	*3[1]	*3[1]	*3	*3	34
Evaluation of Training					
9 Control training	1	2	3	2	39
10 Evaluate training	*3[1]	*3[1]	*3	*3	41
Management of Training					
11 Originate training policy	3	3	3	3	43
12 Plan training	3	3	2	2	46
13 Plan training budget	3	3	3	3	48
14 Contract providers	3	3	3	3	50

COMPETENCY	TRAINING MANAGER	GENERALIST TRAINER	TRAINING DESIGNER	MEDIA SPECIALIST	INDEX PAGE No
15 Contract clients	*3	*3	*3	*3	51
16 Implement control and monitoring systems	3	3	3	3	52
17 Organise training programmes	3	3	2	1	53
18 Maintain training records	3	3	3	2	56
19 Establish and maintain a training library	3	3	3	3	58
20 Administer training development assistance schemes	3	3	3	3	59
Management of Trainers					
21 Recruit and select trainers	3	0	0	0	60
22 Coach trainers	3	3	3	3	62
23 Support, monitor and control trainers	3	0	0	0	64
24 Identify the personal problems of trainers	3	0	0	0	67
25 Investigate and correct the behaviour of trainers	3	0	0	0	68
26 Counsel individuals on the development of their career	3	3	0	0	70
27 Select and apply OD strategies	*3	*3	*3	*3	71
28 Develop and maintain organisation relationships	*3	*3	*3	*3	73
29 Review developments in training	3	3	3	3	75
Trainer's Self Development					
31 Initiate and manage own development	*3	*3	*3	*3	78

* Signifies a competency essential to "survival", which are those competencies which enable the trainer to survive and eventually become an effective change agent. They are competencies relevant to all trainers regardless of their position.

Note 1. The generalist trainer will need to learn a range of diagnostic, planning, instructional and evaluation methods which are appropriate to the constraints and conditions imposed by the generalist role.

TARGET POPULATION

The terms Training and Training Officer are usually used to describe a very wide variety of activities conducted by people with a wide range of education, vocational qualifications and experience.

This has made it necessary to describe the characteristics of the trainers to whom this specification applies.

The trainers in the target group are those who have specific training tasks which either comprises their entire job or a substantial part of their job. They are normally in a staff rather than line position and may operate alone or within a personnel or training department.

Although people in this group see themselves specifically as trainers who have a separate and clearly identifiable training role many do not envisage a long term career in training.

According to the 1976 census figures 664 people are staff training officers. Of these 77.3% are men 22.7% are women and of the total 3.3% are Maori or Pacific Islanders.

The characteristics of the target population identify the start point for developing any training programme the competencies described in this specification constitute the end point.

Physique, Health, Appearance

Age	...	25 to 60 years
General Health	...	Hearing, eyesight and oral ability sufficient to conduct training sessions.

Attainments

General Education	...	Well educated, with about a third having University or teaching qualifications and the other two thirds having technical and trade qualifications or University Entrance and School Certificate.
Vocational Education	.	Only a minority have attended any training or trainer's course; but a majority believe that further training is required for their present job. A number accept a training job for two to three years with no intention of making training a career.
Vocational Experience		The majority have at least one years experience in a training job with a high proportion having at least three years training experience.
Motivation	...	Trainers desire recognition of the contribution training makes, more training skills, improved security, remuneration, status and promotion opportunities.
Attitudes	...	Trainers prefer direct involvement with others in training activities rather than in the paper work of administering training. Generally they see their work as satisfying but believe management is uncommitted to training.
Circumstances	...	The majority are employed by large organisations and are located in Wellington and Auckland.

OUTLINE OF MODULES

SURVIVAL MODULE

Target Population

All novice and experienced training specialists particularly those in sole charge and non career positions.

Purpose

To provide trainers with the knowledge and skill to survive and become effective behavioural change agents as soon as possible.

Competency	No.
Analyse organisation problems	5
Design instruction	6
Develop instruction	7
Conduct instruction	8
Evaluate training	10
Contract clients	16
Select and apply Organisation Development strategies	27
Develop and maintain organisation relationships	28
Initiate and manage own development	31

MANAGEMENT OF TRAINING MODULE

Target Population

Training Managers, Executive Training Officers, Training Consultants, and Sole Charge Training Officers.

Purpose

To provide managers of the training function and sole charge trainers with the competencies to manage training budgets, services, facilities, programmes and processes.

Competency	No.
Draft the organisation's training and development policy	11
Plan annual training programmes	12
Plan the training budget	13
Contract training and educational agencies	14
Contract clients	15
Implement control and monitoring systems	16
Organise training programmes	17
Establish and maintain training records	18
Establish and maintain a training library	19
Assist in the application for and administration of Training Development Assistance	20
Counsel individuals on their career	26
Select, develop and apply Organisation Development Strategies	27
Develop and maintain organisation relationships	28
Research developments in training	29

MANAGEMENT OF TRAINERS MODULE

Target Population

Senior trainers who are required to get things done through other trainers.

Purpose

To provide Training Managers with the competencies for getting things done through others.

Competency	No.
Recruit and select training staff	21
Coach subordinate trainers	22
Support, monitor and control the training activities of subordinate trainers	23
Identify, investigate and direct to the appropriate agency the personal problems of trainers	24
Investigate and correct trainers acting contrary to their conditions of employment	25

ANALYSIS MODULE

Target Population

All trainers directly involved with the analysis of training needs.

Purpose

To provide full time trainers with the competencies for analysing needs at organisational, job or task level.

Competency	No.
Select and develop data collection methods to determine training needs	1
Analyse performance problems	2
Analyse tasks	3
Analyse jobs	4
Analyse organisation problems	5
Forecast and plan human resources requirements	30

DESIGN MODULE

Target Population

Trainers primarily employed on the design and development of training. These are likely to be people assigned to training design teams, audio visual units or private consultants.

Purpose

To provide full time Training Designers and Media Specialists with the competencies for designing and developing structured programmes, courses, sessions and experiences for individual and group instruction using current training and media technology.

Competency	No.
Design instruction for individuals and groups	6
Select and develop instructional strategies and media	7

CONDUCT OF INSTRUCTION MODULE

Target Population

Trainers who conduct instruction, seminars, workshops, discussion groups, lectures etc in formal settings for managers, supervisors, technical and office staff etc. It does not include those persons who conduct one to one job instruction in the work place on a part-time basis. This group is served by the VTC Instructor Training Programme.

Designed to provide trainers with the competencies to manage learning situations for individuals and groups at all levels in the organisation using a wide variety of instructional media.

Competency	No.
Conduct instruction for work teams, multi-disciplinary groups, single-disciplinary groups and individuals	8

EVALUATION MODULE

Target Population

Trainers directly involved with evaluating the results of training activities.

Designed to provide trainers with the competencies to evaluate the processes and products of training.

Competency	No.
Control the quality of training analysis, design, materials and instructional activities	9
Evaluate the cost effectiveness of training	10

ANALYSIS OF TRAINING

TRAINING SPECIFICATION

JOB COMPETENCY	PERFORMANCE MEASURE	COMPETENCY LEVEL				
		TRAINING MANAGER	GENERALIST TRAINER	TRAINING DESIGNER	MEDIA SPECIALIST	INSTRUCTIONAL SETTING
1. Select and develop data collection methods to determine training needs	Select and develop a method that: (a) Measures what is intended. (b) Is valid, reliable, objective and comprehensive. (c) Uses resources economically.	3	3	3	1	Formal self-study

KNOWLEDGES AND SKILLS

Be able to:

(a) Enter a department without being perceived as representing any particular group within the organisation and establish an open, helping relationship with key persons.

(b) Assess an organisation quickly to determine the nature and characteristics of its climate, politics, structure, products, processes, readiness to change, employees.

(c) Select survey samples that will provide reliable accurate and comprehensive data on training needs.

(d) Formulate questions that are short, clear, precise, unambiguous and will elicit data which is valid, reliable, objective and comprehensive.

(e) Select and develop the most efficient method of data processing *(example: manual or electronic)*.

(f) Apply the processes and procedures of instructional system design (systems approach to training) to the analysis of training needs.

(g) Develop decision making models/processes.

TRAINING SPECIFICATION

JOB COMPETENCY	PERFORMANCE MEASURE	COMPETENCY LEVEL				
		TRAINING MANAGER	GENERALIST TRAINER	TRAINING DESIGNER	MEDIA SPECIALIST	INSTRUCTIONAL SETTING
2. Analyse performance problems and formulate solutions.	The analysis identifies: (a) The discrepancy between actual and desired performance. (b) Whether the discrepancy is a performance development, maintenance or management problem. (c) Alternative solutions.	3	3	3	1	Formal Instructor led group.

KNOWLEDGES AND SKILLS

Be able to:

(a) Acquire detailed knowledge of organisation members in their own work setting by exercising the skills of listening, questioning, observing, analysing, facilitating and acting as a catalyst.

(b) Identify the characteristics of the different cultures present in the workforce *(example: ethnic and social background, beliefs and value system, attitudes to work, communication problems)*.

(c) Communicate across cultural boundaries by using non-colloquial, simple, unambiguous English and by interpreting non-verbal messages.

(d) Identify the tendency in self and others to stereotype *(example: sexual and racial stereotyping)*.

(e) Apply analysis techniques to unsolved performance problems *(example; Magers analysing performance problems technique)*.

(f) Describe the influence of feedback (knowledge of results) on performance.

(g) Write performance standards which describe the desired performance level in terms of quantity, time, tolerance, speed and accuracy.

TRAINING SPECIFICATION

JOB COMPETENCY	PERFORMANCE MEASURE	COMPETENCY LEVEL				
		TRAINING MANAGER	GENERALIST TRAINER	TRAINING DESIGNER	MEDIA SPECIALIST	INSTRUCTIONAL SETTING
3. Analyse tasks	The analysis identifies the knowledge and skills needed to successfully complete the task under normal work conditions and to minimum acceptable standards.	1	3	3	2	Formal Instructor led group.

KNOWLEDGES AND SKILLS

Be able to:

(a) Acquire detailed knowledge of organisation members in their own work setting by exercising the skills of listening, questioning, observing, analysing, facilitating and acting as a catalyst.

(b) Identify the characteristics of the different cultures present in the workforce *(example: ethnic and social background, belief and value system, attitudes to work, communication problems)*.

(c) Communicate across cultural boundaries by using non-colloquial, simple, unambiguous English and interpreting non verbal messages.

(d) Identify tendencies in self and others to stereotype *(example: sexual and racial stereotyping)*.

(e) Establish and maintain collaborative and co-operative relationships with job experts.

(f) Relate the inputs, processes and outcomes of task analysis to the other components of instructional system design (systems approach to training).

(g) Select appropriate methods of conducting task analysis.

3. (continued) ....

(h) Identify the cues, activities, decisions, feedback, contingencies, important conditions and minimum standards of acceptable performance which are essential elements of doing the task.

(i) Derive the knowledges and skills that are essential to performing the task to minimum standards under normal job conditions.

(j) Determine which elements of a task need to be separately seen and tested during instruction if the whole task is to be validly tested at the end of instruction.

TRAINING SPECIFICATION

JOB COMPETENCY	PERFORMANCE MEASURE	COMPETENCY LEVEL				INSTRUCTIONAL SETTING
		TRAINING MANAGER	GENERALIST TRAINER	TRAINING DESIGNER	MEDIA SPECIALIST	
4. Analyse jobs to produce a specification of training.	The analysis identifies: (a) What is expected of each employee and the minimum standards of acceptable performance under normal job conditions. (b) The functional relationships that should exist between jobs in achieving organisational goals. (c) Tasks for which training is required and which can form the basis for a specification of training. The specification identifies precisely what needs to be learnt to perform competently.	3	3	3	2	Formal Instructor led group.

KNOWLEDGES AND SKILLS

Be able to:

(a) Acquire detailed knowledge of organisation members in their own work setting by exercising the skills of listening, questioning, observing, analysing, facilitating and acting as a catalyst.

(b) Identify the characteristics of the different cultures present in the work force *(example: ethnic and social background, belief and value system, attitudes to work, communication problems)*.

(c) Identify tendencies in self and others to stereotype *(example: sexual and racial stereotyping)*

4. (continued) ....

(d) Establish co-operative and collaborative relationships with job experts in their own setting.

(e) Integrate the inputs, processes and outcomes of job analysis with other components of instructional system design (systems approach to training).

(f) Conduct a mission analysis of an organisation, system, department, section or unit to identify goals objectives, tasks, resources, important operating conditions and constraints and what employees do in relationship to each other to achieve organisation goals.

(g) Identify and describe in writing the key tasks that make up an individual job in unambiguous, measurable "end result" terms what the person does, what they do it to and what with.

(h) Write performance standards that describe the desired performance level in terms of quantity, quality, time, tolerance, speed and accuracy.

(i) Identify cases of job overlap, misemployment, job ambiguity and previously undefined work.

(j) Convene and chair a panel of experts to produce a specification of training which contains a list of tasks for off and on-job training. A specification to form the basis from which course design can proceed.

TRAINING SPECIFICATION

JOB COMPETENCY	PERFORMANCE MEASURE	COMPETENCY LEVEL				INSTRUCTIONAL SETTING
		TRAINING MANAGER	GENERALIST TRAINER	TRAINING DESIGNER	MEDIA SPECIALIST	
5. Analyse organisation performance problems and formulate solutions	The analysis identifies: (a) Problems at organisational and occupational level that can be addressed through training (b) Alternatives to training. (c) The order in which problems are to be tackled. (d) Training solutions which are feasible and technologically sound and meet the needs of the organisation. (e) Results which are accepted and embraced by the problem owners.	3*	3*1	3*	3*	Formal Instructor led group.

KNOWLEDGES AND SKILLS

Be able to:

(a) Describe the characteristics of an organisation and its environment and identify the influences which can cause it to change *(example: Legislation, markets, technology, social and demographic factors, organisation climate, outputs, management and work processes, inputs, structures, dominant coalitions, training).*

(a) Acquire knowledge of the characteristics of clients in their own work setting by exercising skills of listening, questioning, observing, analysing, facilitating and acting as a catalyst. *(Example: Knowledge of clients as professionals, manager and workers, their ideals, values, roles, relationships, problems, activities, influences, frustrations and needs);*

5. (continued) ....

(c) Describe the purpose, capabilities, limitations, potential and problems of the organisations systems. *(Example: Policy making, planning, communications, production, personnel, supply, transport, accounting, administration, quality control, marketing)*

(d) Describe the ideal functional relationship between training and other aspects of human resources development. *(Example: The ideal relationship between training and corporate planning, recruiting and selection, performance appraisal, human resources, forecasting and planning, compensation planning and industrial relations, career development and succession planning)*

(e) Develop data collection methods which can be processed by manual or electronic data processing equipment.

(f) Diagnose organisational problems.

(g) Enter an organisation without being perceived as representing any particular group within the organisation and establish an open helping relationship with key persons.

(h) Facilitate the building of cohesive work groups which are characterised by agreed goals, openness, trust, mutual support, co-operation, objective resolution of conflict and rational decision making.

(i) Set up and conduct action planning workshops with management and work teams to work through problems identified by analysis, identify those that can be solved through training, establish priorities and plan action to implement solutions.

(j) Evaluate the results of training needs analysis, develop recommendations and report them in writing.

(k) Communicate across cultural boundaries by using non-colloquial simple unambiguous English and by interpreting non-verbal messages.

(l) Identify tendencies in self and others to stereotype. *(Example: Racial and sexual stereotyping)*

(m) Identify the special training needs of a multi-cultural workforce. *(Example: Appropriate induction, safety, language, and supervision training)*

(n) Forecast likely significant changes within an organisation which have implications for training, recognise when they do occur and explain why they are occurring.

(o) Decide when and where to intervene in the change process within an organisation.

1 The generalist trainer will need to learn diagnostic methods which are appropriate to the constraints and conditions imposed by the generalist role.

DESIGN AND DEVELOPMENT OF

TRAINING

JOB COMPETENCY	PERFORMANCE MEASURE	COMPETENCY LEVEL				INSTRUCTIONAL SETTING
		TRAINING MANAGER	GENERALIST TRAINER	TRAINING DESIGNER	MEDIA SPECIALIST	
6. Design instruction for individuals and groups in off and on-job settings	(a) Training objectives are written and state the performance to be achieved by the trainee as a visible measurable result. (b) Training objectives are job relevant and attainable. (c) Standards for entry to the programme of instruction describe pre-requisite knowledge and skill. (d) The target population for whom the instruction is designed is described in terms of physical characteristics, education, experience, motivation, interests, attitudes. (e) Instructional events are sequenced in accordance with the principles of learning. (f) Alternative sequences of learning are plotted. (g) Overall design integrates off and on-job training activities. (h) The impact the instructional programme is likely to have on personal policies is identified.	3*	3*1	3*	3*	Formal Instructor led group

KNOWLEDGES AND SKILLS

Be able to:

(a) Identify the characteristics of the different cultures present in the workforce. *(Example: Ethnic and social background, belief and value system, attitudes to work, communication problems)*

(b) Communicate across cultural boundaries by using non-colloquial simple unambiguous English and by interpreting non-verbal messages.

(c) Identify tendencies in self and others to stereotype. *(Example: Sexual and racial stereotyping)*

(d) Identify the special training needs of a multi-cultural work force. *(Example: Appropriate induction, language, safety and supervision training)*

(e) Establish and maintain collaborative and co-operative relationships with subject experts and clients.

(f) Apply the principles of adult learning to the design of instruction.

(g) Apply legislation relevant to determining pre-entry standards and selection criteria for courses. *(Example: Race Relations Act 1973)*

(h) Identify the particular needs of special groups. *(Example: School leavers, women returning to the workforce)*

(i) Describe the target population for whom instruction is designed.

(j) Convert vague unmeasurable training goals and aims into specific objectives by conducting goal analysis.

(k) Write training objectives which are unambiguous, describe a visible result, are measurable, and job relevant.

(l) Identify dependent relationships between learning objectives and sequence instruction accordingly.

(m) Determine entry standards to identify nominees who meet the standards assumed in the design of the programme. *(Example: Standards of literacy, numeracy, etc.)*

(n) State the differences between criterion reference and norm reference assessment.

(o) List the types and purposes of testing (pre and post tests, progressive tests, diagnostic tests, etc.)

(p) Design and develop practical, written and oral tests to monitor the progress and end of course attainments of trainees.

6. (continued) ....

(q) Identify the issues, implications and ramifications of introducing new approaches to training and new training programmes into the stream of organisational life and develop strategies to ensure acceptance.

(r) Relate the design of instruction to other stages of instructional system design (systems approach to training).

1 The generalist trainer will need to learn basic training design methods appropriate to the time constraints and conditions imposed by the generalist role.

TRAINING SPECIFICATION

JOB COMPETENCY	PERFORMANCE MEASURE	COMPETENCY LEVEL				
		TRAINING MANAGER	GENERALIST TRAINER	TRAINING DESIGNER	MEDIA SPECIALIST	INSTRUCTIONAL SETTING
7. Select and develop appropriate instructional methods and media	(a) Learning tasks are correctly categorised in accordance with Gagne[2].	3*[1]	3*[1]	3*	3*	Formal Instructor led group
	(b) Instructional strategies for the presentation practice and evaluation of instruction are prescribed.					
	(c) Appropriate media is selected for the presentation, practice and evaluation of instruction and optimum use is made of existing instructional materials and media and "re-inventing of the wheel" avoided.					
	(d) Models, pictures, transparencies, charts, films, video recordings, audio media, written materials and diagrams produced for instruction will when combined with existing materials support the achievement of instructional objectives and will be suitable for incorporation into lesson plans.					
	(e) Materials prescribed or produced minimises the amount of conscious memorising to be done during the presentation and practice of instruction.					

JOB COMPETENCY	PERFORMANCE MEASURE	COMPETENCY LEVEL				INSTRUCTIONAL SETTING
		TRAINING MANAGER	GENERALIST TRAINER	TRAINING DESIGNER	MEDIA SPECIALIST	
7. (continued)	(f) All material uses large, bold uncluttered vivid images.	3*	3*1	3*	3*	
	(g) Maximum use is made of motion, colour contrast, variety and personal reference.					
	(h) Maximum active student participation is planned.					
	(i) Materials accommodate the individual differences in abilities in literacy, motivation and rates of learning likely to be found in the target population.					
	(j) The course management plan specifies dates, times, events, locations and directions for instructors and trainees.					
	(k) Lesson plans specify training objectives, resources required and the strategy for the presentation, practice and evaluation of instruction.					

KNOWLEDGES AND SKILLS

Be able to:

(a) Apply the principles of adult learning to the selection and development of instructional strategies and media.

7. (continued) ....

(b) Examine objectives and determine the category of learning task it represents as a basis for selecting instructional methods and media.

(c) State, in order of importance, the role of the senses as channels of information and learning.

(d) Determine when individual self-paced instruction or group instruction is appropriate.

(e) Write on-job instruction prescriptions based on the training specification and which integrates formal off-job instruction with on-job training plans.

(f) Write in collaboration with clients individual training and development plans.

(g) Produce course management plans which specify the type of instruction, organisation of instructors, support requirements in terms of personnel, facilities, equipment, nominations system, criteria for successful completion of instruction, contents of modules and lessons, requirements for pre-course preparations, guidelines for instructors and trainees, length of programme, number of participants.

(h) Write lesson plans for individual or group instruction which specify the objectives of instruction, the method to be used, resources required, instructional activities for instructor and trainee during the presentation, practice and evaluation of instruction.

(i) Validate the development of instruction to demonstrate it can do what it was designed to do and identify any ambiguity, inappropriate level of vocabulary, inappropriate pace, inappropriate instructional strategy, unattainable or irrelevant objectives.

(j) Present or manage instruction using self as a model, film, overhead, 35mm or video projection, small computers, audio equipment, white/black/magnetic, flannel boards, flip charts.

(k) Originate artwork masters for production of transparencies and slides.

(l) Produce video and audio tapes, 35mm and overhead transparencies and instructional materials using cameras, recorders, photocopiers, thermal copiers, lettering machines.

(m) Develop computer assisted instructional methods and materials.

(n) Assess rooms for their suitability as instructional facilities in terms of lighting, heating, ventilation, seating, power, noise, distraction, operation of instructional equipment, conveniences, etc.

DELIVERY OF TRAINING

7. (continued) ....

(o) Describe the relationship of the development of instruction to other components of instructional system design.

(p) State the procedure for securing necessary copyrights or reprint permissions.

(q) Describe the function of media specialists and the contribution they can make to the development of instruction. *(Example: photographers, graphic designers, printers, computer systems analysts, film and video producers, script writers, journalists, cartoonists, artists, model makers)*

(r) Develop simulations, case studies, role plays, projects, exercises.

1 The generalist trainer will need to learn now to develop well established and common instructional methods and media.

2 Robert M. Gagne THE CONDITIONS OF LEARNING New Ycrk Holt. Rinehart and Winston Inc. 1965 p.308.

TRAINING SPECIFICATION

JOB COMPETENCY	PERFORMANCE MEASURE	COMPETENCY LEVEL: TRAINING MANAGER	GENERALIST TRAINER	TRAINING DESIGNER	MEDIA SPECIALIST	INSTRUCTIONAL SETTING
8. Conduct instruction for groups and individuals in off and on-job settings.	(a) The instructor chooses the best possible lighting, heating, noise and participant comfort conditions that circumstances allow. (b) The instructional methods, media and lesson plans used are those prescribed by instructional design principles (c) The instructor acts as a tool for change and "practices what he/she preaches". (d) Maximum use is made of motion, colour contrast, variety and personal reference. (e) Visual displays projected images and viewing distances meet the minimum standards recommended by the Training and Development handbook[2]. (f) One way presentations last no longer than 10 minutes. (g) The instructor recognises that participants may undergo stress, anger, anxiety, disorientation, feelings of inadequacy, low self esteem, denial and may bargain in "unlearning" things which are blocks to new learning.	3*	3*[1]	3*	3*	Formal Instructor led group

JOB COMPETENCY	PERFORMANCE MEASURE	COMPETENCY LEVEL				
		TRAINING MANAGER	GENERALIST TRAINER	TRAINING DESIGNER	MEDIA SPECIALIST	INSTRUCTIONAL SETTING
8. (continued)	(h) Trainees feel free to express their feelings, attitudes, ideas, questions and concerns openly without fear of embarrassment, humiliation, ridicule or failure.	3*	3*1	3*	3*	
	(i) Trainees are encouraged to be active, to discover the personal meaning of ideas, sharing their efforts to learn with others, whenever possible.					
	(j) Differing view points are seen as normal, natural, healthy, neutral and are encouraged.					
	(k) Maximum use is made of the experience of trainees.					
	(l) Initial practice of new knowledge and skill is controlled under conditions which do not embarrass the learner, minimise the chances of repeated failure and maximise the chances of early success.					
	(m) The learner is given the time to learn to perform with ease and confidence.					
	(n) Immediate and specific feedback is given during the practice of new skills.					

JOB COMPETENCY	PERFORMANCE MEASURE	COMPETENCY LEVEL				
		TRAINING MANAGER	GENERALIST TRAINER	TRAINING DESIGNER	MEDIA SPECIALIST	INSTRUCTIONAL SETTING
8. (continued)	(o) All efforts to learn are acknowledged.	3*	3*1	3*	3*	
	(p) Learners are allowed to proceed at their own pace.					
	(q) Individual weaknesses are not spot-lighted in front of others.					
	(r) Evaluation is co-operative with the emphasis on self-evaluation.					
	(s) The majority of participants attain the objectives of instruction.					

KNOWLEDGES AND SKILLS

Be able to:

(a) Carry out instructional presentations and demonstrations for individuals and groups using prescribed methods and media. (The instructional media includes slides, movies, video, tapes, small computers, models, display boards etc.)

(b) Influence attitudes towards learning so that trainees will be prepared to use the knowledge and skills acquired during formal training back on the job to improve their performance and as a basis for further learning.

(c) Write lesson objectives which express what the trainee has to do to demonstrate attainment of the objective.

(d) Identify the conditions and consequences of instruction that influence trainee motivation.

(e) Use self as a model and a tool of change through appearance and actions.

(f) Utilise the principles and manage the conditions of adult learning so that instruction facilitates the process of perception, exploration, discovery and understanding.

8. (continued) ....

(g) Recognises that adult learning is an evolutionary and sometimes painful process that may involve 'unlearning' the old and familiar and counsels learners experiencing learning difficulties.

(h) Use the experience, ideas and feelings of the learner.

(i) Identify the physical, perceptual, cultural, emotional and/or intellectual blocks to learning.

(j) Manage the learning situation so that the learner is active rather than passive.

(k) Recognise the trainees' right to make mistakes and proceed at their own pace.

(l) Facilitate the process of self evaluation.

(m) Manage the learning situation to allow for early success and avoid repeated failure.

(n) Manage conflict in the learning situation as natural, healthy and neutral.

(o) Encourage openness of self in an atmosphere free of embarrassment, threats or fear of failure.

(p) Build confidence and trust in the trainees' own ability.

(q) Provide knowledge of results (feedback) during the practice and evaluation of performance which is specific, positive, corrective, reinforcing,to increase the rate of learning and level of performance attained.

(r) Draw out learners using open ended questions.

(s) Set up and manage roleplays, case studies, small group discussions, syndicates, team-teaching exercises, drills and individual self-paced instruction.

(t) Identify the characteristics of the different cultures present in the workforce *(Example: Ethnic and social background, belief and value systems, attitudes to work, communication problems)*.

(u) Identify tendencies in self and others to stereotype. *(Example: Sexual and racial stereotyping)*

(v) Listen attentively.

(w) Identify and overcome the blocks to interpersonal communication with learners by avoiding "ordering". "commanding". "threatening", "punishing", "moralizing", "preaching", "arguing", "providing answers", "criticising". "name-calling", "blaming", "judging", "using sarcasm".

8. (continued) ....

(x) Establish a helping relationship with learners which is genuine, based on unconditional positive respect, empathy and the reality of the situation.

(y) Identify and make use of the characteristics of human behaviour in managing the learning situation to motivate, communicate, detect individual differences and cope with anxiety, stress, anger, disorientation, low self esteem, lack of confidence, subversion, etc.

(aa) Communicate across cultural boundaries by using non-colloquial simple unambiguous English and by interpreting non-verbal messages.

(bb) Facilitate the building of cohesive learning groups which are characterised by agreed goals, openness, trust, mutual support, co-operation, objective resolution of conflict and rational decision making.

(cc) Identify in order of importance, the role of the senses as channels of information and learning.

(dd) Write lesson plans for individual or group instruction which specify the objectives of instruction, the instructional method to be used, the resources required and the activities for instructor and trainee during the presentation, practice and evaluation of instruction.

(ee) Assess rooms for their suitability as instructional facilities in terms of lighting, heating, ventilation, seating, power, noise and other distractions, conveniences, etc.

(ff) Describe the relationship of the conduct of instruction to other phases of the training process.

(gg) Conduct practical, written and oral tests to -
(i) monitor progress
(ii) diagnose instructional difficulties
(iii) evaluate attainment of objectives.

(hh) Communicate with expertise the topics which are the subject of instruction.

1 The generalist trainer will need to learn a range of instructional techniques and methods appropriate to the generalist role.

2 Craig R.L. TRAINING AND DEVELOPMENT HANDBOOK. A guide to human resources development ASTD New York McGraw Hill 2nd edition 1976.

EVALUATION OF TRAINING

TRAINING SPECIFICATION

JOB COMPETENCY	PERFORMANCE MEASURE	COMPETENCY LEVEL				INSTRUCTIONAL SETTING
		TRAINING MANAGER	GENERALIST TRAINER	TRAINING DESIGNER	MEDIA SPECIALIST	
9. Control the quality of training analysis, design, materials and instructional activities	The following is detected and corrected: (a) Inadequate needs analysis. (b) Irrelevant, unattainable, unmeasurable, ambiguous objectives. (c) Inappropriate instructional methods, materials and media. (d) Instructor performance discrepancies	1	2	3	2	Formal Instructor led group

KNOWLEDGES AND SKILLS

Be able to:

(a) List the essential elements of a quality control system for a training programme.

(b) Identify incomplete, inaccurate or inappropriate needs analysis.

(c) Conduct practical, written and oral tests to - (i) diagnose instructional difficulties
(ii) monitor progress
(iii) measure trainee's ability to perform training objectives
(iv) measure entry standards.

(d) Evaluate the efficiency and effectiveness of established courses.

9. (continued) ....

(e) Discriminate between instructional efficiency and effectiveness.

(f) Describe the relative costs of controlling the quality of instruction in terms of preventing failure through (a) good design, (b) testing trainees during and at the end of instruction, (c) retraining those who fail to perform back on the job.

(g) Design and develop tests to monitor the effectiveness of instruction that measure the trainees' ability to perform the objectives of instruction on a competent/not yet competent basis.

(h) Design and develop tests to diagnose instructional difficulties. *(Example: Essay, objective, practical and oral tests)*

(i) Evaluate how effectively the principles and processes of instructional system design and learning theory are being applied to analysis, design, development and instructional activities.

(j) State the purpose of formative and summative evaluation and the procedures for conducting both.

(k) Appraise the performance of instructors in managing the learning situation and applying prescribed instructional methods and media.

(l) Identify the characteristics of the different cultures present in the workforce. *(Example: Ethnic and social background, belief and value systems, attitudes to work, communication problems.)*

(m) Identify tendencies in self and others to stereotype. *(Example: Racial and sexual stereotyping)*

TRAINING SPECIFICATION

JOB COMPETENCY	PERFORMANCE MEASURE	COMPETENCY LEVEL				
		TRAINING MANAGER	GENERALIST TRAINER	TRAINING DESIGNER	MEDIA SPECIALIST	INSTRUCTIONAL SETTING
10. Evaluate the cost effectiveness of training	(a) The degree to which trainees attain the objectives of instruction is established. (b) The contribution training makes to cost effective improvements in individual and organisational performance is accurately determined.	3*	3*	3*	3*	Formal Instructor led group

KNOWLEDGES AND SKILLS

Be able to:

(a) Gather, analyse and interpret evidence on whether the objectives of instruction have been met and how efficiently resources have been used. This is in terms of instructions contribution to improved individual and organisational performance. *(Example: Improved productivity, profits, reduced costs)*

(b) Conduct "on-the-job" post training performance appraisals to measure changes in job behaviour which are the result of training.

(c) Describe the difficulties in measuring change in on-job behaviour which can be attributed to a particular programme of instruction.

(d) List the essential elements of a quality control system for a training programme.

10. (continued) ....

(e) Identify the characteristics of the different cultures present in the workforce. *(Example: Ethnic and social background, belief and value systems, attitudes to work, communication problems)*

(f) Communicate across cultural boundaries by using non-colloquial, simple unambiguous English and by interpreting non-verbal messages.

(g) Identify tendencies in self and others to sexual and racial stereotyping.

MANAGEMENT OF TRAINING

TRAINING SPECIFICATION

JOB COMPETENCY	PERFORMANCE MEASURE	COMPETENCY LEVEL				INSTRUCTIONAL SETTING
		TRAINING MANAGER	GENERALIST TRAINER	TRAINING DESIGNER	MEDIA SPECIALIST	
11. Originate the organisation's training and development policy.	1. Top management accepts and promulgates the policy. 2. The document shall define: (a) The organisation's philosophy on the training and development of employees. (b) The scope and purpose of training activities. (c) The persons specifically responsible for training. (d) The relationship of training policy to recruiting, selection, promotion, job transfer, job rotation, appraisal, planning and industrial relations policies. (e) The provisions for self development and further education through incentives and refunds. (f) The functional relationship between the training element and line and staff management. (g) The provisions for the funding of training activities.	3	3	3	3	Formal Instructor led group

JOB COMPETENCY	PERFORMANCE MEASURE	COMPETENCY LEVEL: TRAINING MANAGER	GENERALIST TRAINER	TRAINING DESIGNER	MEDIA SPECIALIST	INSTRUCTIONAL SETTING
11. (continued)	(h) The provisions for the allocation of resources to support training.					
	(i) The use to be made of external courses and resources.					
	(j) The basis for justifying new training activity.					
	(k) The principles to be followed for the analysis planning, conducting and evaluation of training activities.					
	(l) The qualifications and competencies of full-time trainers and instructors.					
	(m) The method of promulgating training activities.					

KNOWLEDGES AND SKILLS

Be able to:

(a) Describe the potential contribution organised training can make to improving the effectiveness of organisations.

(b) Describe the ideal organisational structure for the effective functioning of training that takes into consideration the potential contribution of training, the nature of its organisationwide activities and its functional relationships with all levels, departments and activities.

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(c) Describe the ideal functional relationship between training and other aspects of human resource development. *(Example: The ideal relationship between training and planning, recruiting, selection, performance appraisal, career development, succession planning, industrial relations)*

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11. (continued) ....

(d) Describe the purpose, importance, and typical incentives available for further education and self development through study leave, tuition refunds etc.

(e) Identify and describe the optimal functional relationship that should exist between line management and full-time trainers in achieving the objectives of training.

(f) Describe the optimal method for funding training.

(g) Identify and describe the important fixed and variable characteristics of competent trainers in order to determine the human resources, knowledges, skills, aptitudes, experience required for the analysis, design, development, implementation, evaluation and acceptance of training.

(h) Identify and describe the scope, function, capabilities, limitations of external institutes, courses and consultants.

(i) Describe the scope, function, potential, capabilities, limitations, outputs, processes, inputs, costs and problems of instructional system design (the systems approach to training).

(j) Identify the current status of training in the organisation.

(k) Explain how national and industry training policy is formulated.

(l) Identify the needs of special groups and describe how these can be recognised in the training policy.

(m) Apply the relevant legislation to the formulation of training policy. *(Example: Race Relations Act 1973, Human Rights Commission Act 1977, Apprentices Act)*

TRAINING SPECIFICATION

JOB COMPETENCY	PERFORMANCE MEASURE	COMPETENCY LEVEL: TRAINING MANAGER	GENERALIST TRAINER	TRAINING DESIGNER	MEDIA SPECIALIST	INSTRUCTIONAL SETTING
12. Plan the training programme.	The plan: (a) Integrates intended training activities with the goals, priorities and objectives of the organisation in both economic and social terms. (b) Anticipates that important, unpredictable needs could arise and is flexible enough to provide for them. (c) Specifies the objectives of training programmes, the target audience, the resources required, programme venues, dates, and budgetted costs.	3	3	2	2	Formal self-study

KNOWLEDGES AND SKILLS

Be able to:

(a) Describe the fixed and variable characteristics of the organisation and its environment. *(Example: Markets, products, customers; economic, social, demographic, technological trends; goals, objectives, priorities, policies, plans, operational performance levels, status of capital, assets, funds, manpower, machines; the management of services, systems, departments and employees; the challenges ahead)*

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12. (continued) ....

(b) Describe the purpose of planning, the steps in developing the plan and the relationship of the training plan to the training budget and wider organisation plans.

(c) Assess the cost effectiveness of training activities.

(d) Meet the requirements of prescribed professional and technical training. *(Example: Apprenticeships, internships, cadetships, graduate schemes)*

TRAINING SPECIFICATION

JOB COMPETENCY	PERFORMANCE MEASURE	COMPETENCY LEVEL				
		TRAINING MANAGER	GENERALIST TRAINER	TRAINING DESIGNER	MEDIA SPECIALIST	INSTRUCTIONAL SETTING
13. Plan the training budget	(a) The training budget accurately estimates the financial resources required to meet the goals, objectives, plans of the training function. (b) Classifies the costs of training in accordance with the established principles of accounting. (c) Specifies the total costs for each class of cost item. (d) Represents a forecast of next year's activities rather than a reflection of last year's.	3	3	3	3	Formal self-study

KNOWLEDGES AND SKILLS

Be able to:

(a) Describe the function of accounting in measuring and reporting the economic activity of the organisation.

(b) Describe the budgetting, and cost control system of own organisation.

13. (continued) ....

(c) Identify and classify the accounting information needed for making decisions about training.

(d) Cost training activities, materials, equipment and administration.

(e) Establish and maintain a cost control system.

(f) Apply the concepts of accounting to own costing, control and budgetting activities.

TRAINING SPECIFICATION

JOB COMPETENCY	PERFORMANCE MEASURE	COMPETENCY LEVEL				INSTRUCTIONAL SETTING
		TRAINING MANAGER	GENERALIST TRAINER	TRAINING DESIGNER	MEDIA SPECIALIST	
14. Contract educational and training consultants to provide training.	(a) The contract specifies objectives, roles of both parties, time frames, costs and describes what constitutes successful completion. (b) The contract is based on performance objectives derived from the real needs of the end user of training.	3	3	3	3	Formal Instructor led group

KNOWLEDGES AND SKILLS

Be able to:

(a) Identify the basic and essential elements of a contract for providing training.

(b) Describe the fundamentals underlying the law of contracts as they apply to training contracts.

(c) Describe the function and liaise with all the external agencies involved in the provision, control, support, inspection, examination, administration and funding of training. (Labour Department, Education Department, VTC, Employer organisations, Trade Unions, Tertiary Institutes, AAVA, TCB, SBA, professional bodies etc.)

(d) Negotiate to obtain agreement of all interested parties.

(e) Assess the value of external programmes, packages and consultants in terms of cost effectiveness.

(f) Supervise the activities of external agencies and consultants working on contract.

TRAINING SPECIFICATION

JOB COMPETENCY	PERFORMANCE MEASURE	COMPETENCY LEVEL				INSTRUCTIONAL SETTING
		TRAINING MANAGER	GENERALIST TRAINER	TRAINING DESIGNER	MEDIA SPECIALIST	
15. Contract with clients to provide instruction.	(a) The contract specifies objectives, roles of both parties, time frames, contribution of both parties in terms of resources, activities, and describes what constitutes successful completion of the contract. (b) The contract builds a helping relationship between the trainer and the client based on mutual concern, trust and support.	3*	3*	3*	3*	Formal Instructor led group

KNOWLEDGES AND SKILLS

Be able to:

(a) Build a helping relationship with clients based on mutual support trust and concern.

(b) Identify the basic and essential elements of a contract for providing training.

(c) Negotiate to obtain agreement of all interested parties.

(d) Persuade managers to accept their coaching role and guide them in the skills of coaching.

TRAINING SPECIFICATION

JOB COMPETENCY	PERFORMANCE MEASURE	COMPETENCY LEVEL				INSTRUCTIONAL SETTING
		TRAINING MANAGER	GENERALIST TRAINER	TRAINING DESIGNER	MEDIA SPECIALIST	
16. Implement and maintain control and monitoring systems which communicate and measure the performance of the training function.	(a) The system gives the trainer the information required to remain responsive and adaptive to a changing environment by providing accurate, complete, timely and reliable information on the organisation's activities and problems. *(Example: Productivity, profits, losses, costs, complaints, waste, rejects, changes in policy, technology, products, markets, processes, systems, legislation)*	3	3	3	3	Formal Instructor led group

KNOWLEDGES AND SKILLS

Be able to:

(a) Identify, classify, analyse, interpret information important to the responsiveness, adaptability, renewal and growth of the training function and the organisation.

(b) Forecast likely significant changes within the organisation which have implications for training, recognise when these occur, and explain why they are occurring.

(c) List methods useful for gathering information on how well the training function is responding to the needs of the organisation.

(d) Identify the impact of training on other personnel programmes and policies.

TRAINING SPECIFICATION

JOB COMPETENCY	PERFORMANCE MEASURE	COMPETENCY LEVEL				
		TRAINING MANAGER	GENERALIST TRAINER	TRAINING DESIGNER	MEDIA SPECIALIST	INSTRUCTIONAL SETTING
17. Organise training programmes.	(a) Programmes are distributed six weeks in advance.	3	3	2	1	Formal self-study
	(b) Printing and layout make the document easy to follow and a credit to the programme providers.					
	(c) The programme document contains the objectives, venue, dates, session times, schedule of events, accommodation, catering, transport and telephone arrangements.					
	(d) Programme directors, instructors, guestspeakers, participants and support personnel are listed.					
	(e) The venue is suitable in terms of location, comfort, lighting, ventilation, heating, seating, noise levels, power points, toilet facilities, telephone, costs of the use of audiovisual equipment.					
	(f) Audiovisual equipment is available, set up and operational when required.					

JOB COMPETENCY	PERFORMANCE MEASURE	COMPETENCY LEVEL				
		TRAINING MANAGER	GENERALIST TRAINER	TRAINING DESIGNER	MEDIA SPECIALIST	INSTRUCTIONAL SETTING
17. (continued)	(g) Instructional materials and handout are provided in sufficient quantity, collated and stapled.	3	3	2	1	
	(h) Name labels, ash trays, stationery are provided.					
	(i) Instructional staff are allocated tasks in accordance with their level of competence and potential for growth.					
	(j) All instructors and guest speakers know what is expected of them in co-ordinating their activities towards the goals of the overall programme.					
	(k) There is an optimum level of productive interaction between directors, instructors and support personnel.					

KNOWLEDGES AND SKILLS

Be able to:

(a) Describe the basics and importance of good presentations and packaging of instructional programmes and materials.

95 (b) Select and negotiate appropriate accommodation and catering facilities for residential courses. 96

17. (continued) ....

(c) Recruit and select trainers who have the potential, motivation and competency to perform to the standards required by the programme.

(d) Identify the characteristics of competent trainers operating under normal conditions. (Their abilities, expectations, beliefs, attitudes, stresses, distastes, difficulties, work rate)

(e) Organise programmes to meet the requirements of prescribed professional and technical training. *(Example: Apprenticeships, internships, cadetships etc.)*

(f) Originate advertising and publicity material to promote training programmes.

TRAINING SPECIFICATION

JOB COMPETENCY	PERFORMANCE MEASURE	COMPETENCY LEVEL				
		TRAINING MANAGER	GENERALIST TRAINER	TRAINING DESIGNER	MEDIA SPECIALIST	INSTRUCTIONAL SETTING
18. Establish and maintain training records.	Records should contain: (a) Human resources forecasts and plans. (b) Results of training needs analysis. (c) Internal and external programmes available including dates, times, eligibility, location. (d) Nominations for courses. (e) Lesson plans. (f) Master copies of instructional materials. (g) Results of training activities including individual results, objectives achieved, programme costs, cost/benefit ratio. Records are complete, up to date, indexed and able to be retrieved within 10 minutes.	3	3	3	2	Formal self-study

18. (continued) ....

KNOWLEDGES AND SKILLS

Be able to:

(a) Describe manual and electronic record storage systems, their advantages/disadvantages.

(b) Describe the purpose of maintaining records and list the information recorded.

(c) Meet the recording requirements of prescribed professional and technical training. *(Example: Apprenticeships)*

TRAINING SPECIFICATION

JOB COMPETENCY	PERFORMANCE MEASURE	COMPETENCY LEVEL				INSTRUCTIONAL SETTING
		TRAINING MANAGER	GENERALIST TRAINER	TRAINING DESIGNER	MEDIA SPECIALIST	
19. Establish and maintain a training library.	(a) Any publication to be retrieved or located within fifteen minutes. (b) Provides a ready source of information on training concepts, principles, theories, programmes, strategies, media, procedures and the topics of training.	3	3	3	3	Formal self-study

KNOWLEDGES AND SKILLS

Be able to:

(a) Select and develop a document classification and identification system for establishing a training library.

(b) Describe the particular value of establishing a training reference source, and identify the type of publication appropriate for the library.

TRAINING SPECIFICATION

JOB COMPETENCY	PERFORMANCE MEASURE	COMPETENCY LEVEL				INSTRUCTIONAL SETTING
		TRAINING MANAGER	GENERALIST TRAINER	TRAINING DESIGNER	MEDIA SPECIALIST	
20. Assist in the application for and administration of training development assistance schemes.	(a) Proposals collated by ITBs are ranked in order of priority. (b) Applications are formatted in accordance with the requirements of the training incentives committee. (c) A steering committee is established and briefed on its function. (d) Approved schemes are promulgated to all firms who could benefit. (e) Renewal applications and audited accounts are made annually in accordance with VTC guidelines.	3	3	3	3	Formal self-study

KNOWLEDGES AND SKILLS

Be able to:

(a) Describe the purpose and organisation of the TDA scheme and the procedures for applying and renewing assistance.

MANAGEMENT OF TRAINERS

TRAINING SPECIFICATION

JOB COMPETENCY	PERFORMANCE MEASURE	COMPETENCY LEVEL				INSTRUCTIONAL SETTING
		TRAINING MANAGER	GENERALIST TRAINER	TRAINING DESIGNER	MEDIA SPECIALIST	
21. Recruit and select training staff	(a) Trainers selected have the competence or potential to perform to the standards of the job. (b) The selection decision does not contravene Human Rights Commission Act 1977 and the Race Relations Act 1971. (c) The person with most merit is selected. (d) All appointment documentation regarding salary, conditioning of employment, job scope, authorities, delegations, activities and standards is completed.	3	0	0	0	Formal Instructor led group

KNOWLEDGES AND SKILLS

Be able to:

(a) Draw up a specification of the person most likely to be successful in the job and use it as an aid to making the selection decision.

21. (continued) ....

(b) Select appropriate selection methods.

(c) Conduct selection interviews, performance and aptitude tests.

(d) Identify and apply the legislation relevant to the job selection process and contract of employment. *(Example: Race Relations Act, Industrial Relations Act, Human Rights Commission Act)*

(e) Write a job description that describes exactly what is expected of an employee.

(f) Identify tendencies in self and others to sexual and racial stereotyping.

(g) Ask open ended, exploratory questions.

TRAINING SPECIFICATION

JOB COMPETENCY	PERFORMANCE MEASURE	COMPETENCY LEVEL				INSTRUCTIONAL SETTING
		TRAINING MANAGER	GENERALIST TRAINER	TRAINING DESIGNER	MEDIA SPECIALIST	
22. Coach subordinate trainers and colleagues to desired performance standards.	Subordinates: (a) Know what is expected of them in the performance of their job. (b) Recognise their training needs and describe how they can be met. (c) Demonstrate the skill and motivation to meet job standards. (d) Willingly share their performance and work problems with their boss in a spirit of learning. (e) Improve the effectiveness of the training function. (f) Generate and experiment with new and innovative approaches.	3	3	3	3	Formal Instructor led group

KNOWLEDGES AND SKILLS

Be able to:

(a) Utilise modelling as tool of coaching.

22. (continued) ....

(b) Manage own physical and emotional health as it relates to the demands and stresses of training work.

(c) Communicate to others the nature of training work, its processes, and techniques.

(d) Identify and clarify own perceptions, biases, values, beliefs and prejudices which hinder own development as a coach and trainer.

(e) Analyse performance problems and formulate solutions.

(f) Set performance objectives and standards.

(g) Analyse job tasks to determine the knowledge and skill for competent task completion.

(h) Identify individual differences in values, beliefs, perception and concepts which have their roots in gender, racial and cultural origins, socio-economic group, education and previous work experience.

(i) Observe and interpret non-verbal behaviour.

(j) Listen actively and question to elicit felt needs.

(k) Give feedback which reinforces effort and improves performance.

(l) Delegate work in terms of what, where, when, why and how subordinates may make decisions and exercise authority.

(m) Select and apply a wide variety of coaching methods.

(n) Identify the constraints that the fear of failure places on innovation and creativity.

(o) Conduct performance reviews.

(p) Develop individual training and development plans.

TRAINING SPECIFICATION

JOB COMPETENCY	PERFORMANCE MEASURE	COMPETENCY LEVEL				INSTRUCTIONAL SETTING
		TRAINING MANAGER	GENERALIST TRAINER	TRAINING DESIGNER	MEDIA SPECIALIST	
23. Support, monitor and control the training activities of subordinate trainers.	(a) Trainers who do not have the potential to perform to desired standards are identified and action taken to change the situation. (b) All complaints, accidents, and cases of poor performance subsequent to training are investigated and action taken to rectify any deficiencies in the design or conduct of training. (c) Major failures of trainers to comply with the conditions of employment and rules of work are investigated and corrected. (d) Performance is continually reviewed to keep efforts pointed towards excellence. (e) Programmes are conducted in accordance with the principles of instructional system design and adult learning. (f) Trainers have the time, resources, facilities and administrative support to conduct programmes as prescribed.	3	0	0	0	Formal Instructor led group

JOB COMPETENCY	PERFORMANCE MEASURE	COMPETENCY LEVEL				
		TRAINING MANAGER	GENERALIST TRAINER	TRAINING DESIGNER	MEDIA SPECIALIST	INSTRUCTIONAL SETTING
23. (continued)	(g) Training activities are contained within budget.					
	(h) Trainers' grievances and complaints are investigated and action taken to resolve them.					
	(i) The inordinate use of resources is detected and investigated.					
	(j) Resources are allocated in the most cost effective way to meet the workload.					
	(k) Monitoring and controlling activities are open, honest, collaborative and foster positive relationships with subordinates.					
	(l) Feedback to trainers is specific, positive, timely, reinforcing and communicates what is expected.					

KNOWLEDGES AND SKILLS

Be able to:

(a) Identify the characteristics of competent trainers operating under typical job conditions. Their attributes, beliefs, attitudes, stresses, distastes, difficulties, expectations, work rate.

(b) Analyse performance problems.

23. (continued) ....

(c) Terminate the employment contract of a trainer and describe the implications of doing so in terms of appeals, mediation proceedings and costs.

(d) Evaluate the design, implementation and outcomes of training.

(e) Investigate breaches of the conditions and rules of work and cases of malpractice and discipline staff.

(f) Conduct performance appraisals.

(g) Motivate trainers.

(h) Apply a systematic approach to training.

(i) Apply the principles of adult learning.

(j) Utilise knowledge of the characteristics of training facilities, equipment, aids, and reprographic machines to support the work of trainers.

(k) Control the costs of training within budget.

(l) Apply personal grievances procedures.

(m) Give feedback which corrects performance in a positive way and leads to improved performance.

TRAINING SPECIFICATION

JOB COMPETENCY	PERFORMANCE MEASURE	COMPETENCY LEVEL				
		TRAINING MANAGER	GENERALIST TRAINER	TRAINING DESIGNER	MEDIA SPECIALIST	INSTRUCTIONAL SETTING
24. Identify, investigate and direct to the appropriate agency the personal problems of subordinate staff.	(a) Problems which are adversely affecting work performance are detected early and directed to the appropriate agency. (b) Staff believe the training manager is supportive, empathetic and caring. (c) Relationships of mutual trust, concern and support are built.	3	0	0	0	Formal Instructor led group

KNOWLEDGES AND SKILLS

Be able to:

(a) Detect the personal problems of individuals which adversely affect their work.

(b) List the helping agencies available and describe their function.

(c) Describe the limits of counselling and involvement in the personal life of employees.

(d) Identify the characteristics of competent trainers operating under typical conditions. *(Example: Their work rates, stresses, frustrations, difficulties, distastes, values, beliefs, expectations, motivations)*

(e) Listen attentively and ask open ended questions.

TRAINING SPECIFICATION

JOB COMPETENCY	PERFORMANCE MEASURE	COMPETENCY LEVEL				INSTRUCTIONAL SETTING
		TRAINING MANAGER	GENERALIST TRAINER	TRAINING DESIGNER	MEDIA SPECIALIST	
25. Investigate and correct the behaviour of trainers which is contrary to the conditions of employment.	(a) The investigation is conducted in accordance with established procedures and all the facts and circumstances assembled. (b) Warnings and penalties are in accordance with established policy and the appropriate award, agreement or determination. (c) Corrective action is prompt, impartial, consistent, nonpunitive, preceded by advanced warning, witnessed and recorded. (d) Corrective action will withstand any future appeal or mediation proceedings.	3	0	0	0	Formal Instructor led group

KNOWLEDGES AND SKILLS

Be able to:

(a) Describe the legal framework within which disciplinary action can be taken.

(b) Apply the procedure for investigating, actioning and recording breaches of the conditions of employment or rules of work.

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25. (continued) ....

(c) Describe the bases of contracts of employment and the principal provisions of awards, agreements and determinations.

(d) Describe the provisions for personal grievances, complaints, appeals and mediation.

(e) Terminate the employment contract of a trainer and evaluate the implications of doing so in terms of appeals, mediation proceedings and costs.

TRAINING SPECIFICATION

JOB COMPETENCY	PERFORMANCE MEASURE	COMPETENCY LEVEL				INSTRUCTIONAL SETTING
		TRAINING MANAGER	GENERALIST TRAINER	TRAINING DESIGNER	MEDIA SPECIALIST	
26. Counsel individuals on the development of their career and education needs.	(a) Counselling style is appropriate to the situation and helps individuals to clarify their own life and work goals and priorities and what they need to do about them.	3	3	0	0	Formal Instructor led group

KNOWLEDGES AND SKILLS

Be able to:

(a) Identify jobs and career paths which encourage initiative, growth, challenge and offer broadening experience.

(b) Apply counselling techniques that helps employees clarify their life and career goals.

(c) Advise on the full range of opportunities, courses and study awards, incentives and refunds which assist career development.

(d) Develop individual education, training and development plans.

TRAINING SPECIFICATION

JOB COMPETENCY	PERFORMANCE MEASURE	COMPETENCY LEVEL				
		TRAINING MANAGER	GENERALIST TRAINER	TRAINING DESIGNER	MEDIA SPECIALIST	INSTRUCTIONAL SETTING
27. Select, develop and apply organisation development strategies for integrating new training programmes into the culture, politics, policy and structure of the organisation.	(a) Obstacles to implementing training effectively are identified and overcome. (b) Top management, dominant coalitions, personnel policies and line management support the maintenance of the new training programme.	3*	3*	3*	3*	Formal Instructor led group

KNOWLEDGES AND SKILLS

Be able to:

(a) Describe an organisation as an open system with inputs, processes, outputs, structure, culture and political coalitions.

(b) Describe the purpose, capability, limitations, potential and problems of the organisations systems. *(Example: Policy making, planning, communications, production, personnel, supply, transport, administration, quality control, marketing etc.)*

(c) Describe the characteristics of an organisation and its environment and identify the influences which can cause it to change. *(Example: Legislation, markets, technology, social and demographic factors, organisation climate, outputs, management and work processes, inputs, structures, dominant coalitions, training)*

(d) Acquire detailed knowledge of organisation members in their own work setting by exercising the skills of listening, questioning, observing, analysing, facilitating and acting as a catalyst. *(Example: Knowledge of their beliefs, values, roles relationships, problems, activities, influences, frustrations and needs)*

27. (continued) ....

(e) Decide where and when to intervene in the change process within an organisation.

(f) Enter an organisation without being perceived as representing any particular group within the organisation and establish an open helping relationship with key persons.

(g) Describe the ideal functional relationship between training and other aspects of human resources development.
(Example: The ideal relationship between training and planning, recruiting and select performance appraisal career development, succession planning and industrial relations)

(h) Identify the issues, implications and ramifications of introducing new training approaches and programmes into the stream of organisational life.

(i) Facilitate the building of cohesive groups which are characterised by agreed goals, openness, trust, mutual support, co-operation, objective resolution of conflict and rational decision making.

(j) Set-up and conduct action planning workshops to identify and overcome obstacles to the integration of new training programmes into the stream of organisational life.

TRAINING SPECIFICATION

JOB COMPETENCY	PERFORMANCE MEASURE	COMPETENCY LEVEL				
		TRAINING MANAGER	GENERALIST TRAINER	TRAINING DESIGNER	MEDIA SPECIALIST	INSTRUCTIONAL SETTING
28. Develop and maintain organisation relationships to provide a channel of communications which helps the training function remain responsive and adaptive to the training needs of the organisation.	(a) The organisation as a whole and line management in particular remain aware of the contribution that training can make to improving results. (b) There is adequate communications with all levels of management. (c) Senior staff are receptive to the role and activities of trainers. (d) External agencies remain aware of the needs of the organisation and the contribution training is making to meeting them.	3*	3*	3*	3*	Formal Instructor led group

KNOWLEDGES AND SKILLS

Be able to:

(a) Acquire detailed knowledge of organisation members in their own work setting by exercising the skills of listening, questioning, observing, analysing, facilitating and acting as a catalyst. *(Example: Knowledge of members' values, roles, relationships, problems etc)*

28. (continued) ....

(b) Communicate across cultural boundaries by using non-colloquial, simple unambiguous English and by interpreting non-verbal messages.

(c) Establish and maintain helping relationships with organisational members.

(d) Develop and implement a marketing strategy to promote the cost effectiveness of training.

(e) Describe the function and liaise with all the external agencies involved in the conduct, support, control, administration or funding of training (VTC, Employer organisations, Trade Unions, Department of Education, ITS, Employment and Vocational Guidance Service, tertiary education institutes, TCB, AAVA, SBA, ITSs, Professional bodies).

(f) Forecast likely significant changes within an organisation which have implications for training, recognise when they occur and explain why they are occurring.

(g) Recognise and advise management when major decisions or significant change is likely to generate training needs.

TRAINING SPECIFICATION

JOB COMPETENCY	PERFORMANCE MEASURE	COMPETENCY LEVEL				INSTRUCTIONAL SETTING
		TRAINING MANAGER	GENERALIST TRAINER	TRAINING DESIGNER	MEDIA SPECIALIST	
29. Review developments in training technology and learning theory to assess applicability to own training activities.	(a) Knowledge and skills are kept up to date and new developments are applied to own training programmes when appropriate.	3	3	3	3	Formal self-study

KNOWLEDGES AND SKILLS

Be able to:

(a) Use library indexing systems to retrieve articles, manuals, texts.

(b) Identify training publications, journals and events and describe the type of research, developments, ideas and new theories they emphasise.

(c) Establish and maintain contacts in New Zealand and overseas.

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TRAINING SPECIFICATION

JOB COMPETENCY	PERFORMANCE MEASURE	COMPETENCY LEVEL				INSTRUCTIONAL SETTING
		TRAINING MANAGER	GENERALIST TRAINER	TRAINING DESIGNER	MEDIA SPECIALIST	
30. Forecast and plan human resources.	The human resources plan is based on: (a) An accurate assessment of the human resource required to meet the organisations objectives. (b) An inventory of qualifications, skills and experience made available to the organisation by current employees. (c) An audit of the workforce which reveals trends in its make-up. (d) A forecast of human resource requirements based on estimated losses. (e) The organisation's intentions to develop the skills required through the processes of training, development.	3	3	3	1	On job self-study

KNOWLEDGES AND SKILLS

Be able to:

(a) List all the occupational groups employed in own organisation and describe their contribution to organisational results, their education and training requirements and problems associated with retaining them.

30. (continued) ....

(b) Apply the procedures for forecasting, compiling an inventory, auditing and planning human resources requirements.

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SELF DEVELOPMENT

TRAINING SPECIFICATION

JOB COMPETENCY	PERFORMANCE MEASURE	COMPETENCY LEVEL				
		TRAINING MANAGER	GENERALIST TRAINER	TRAINING DESIGNER	MEDIA SPECIALIST	INSTRUCTIONAL SETTING
31. Manage own development as a person and a trainer to improve present job performance and realise own full potential.	Indicators: (a) Own performance is continually reviewed to keep efforts pointed towards excellence. (b) Professional knowledge and skills are maintained up to date. (c) Copes with stress, tension, anxiety and fatigue. (d) Willing to try out new ideas and approaches to training.	3	3	3	3	Learning network and self-study

KNOWLEDGES AND SKILLS

Be able to:

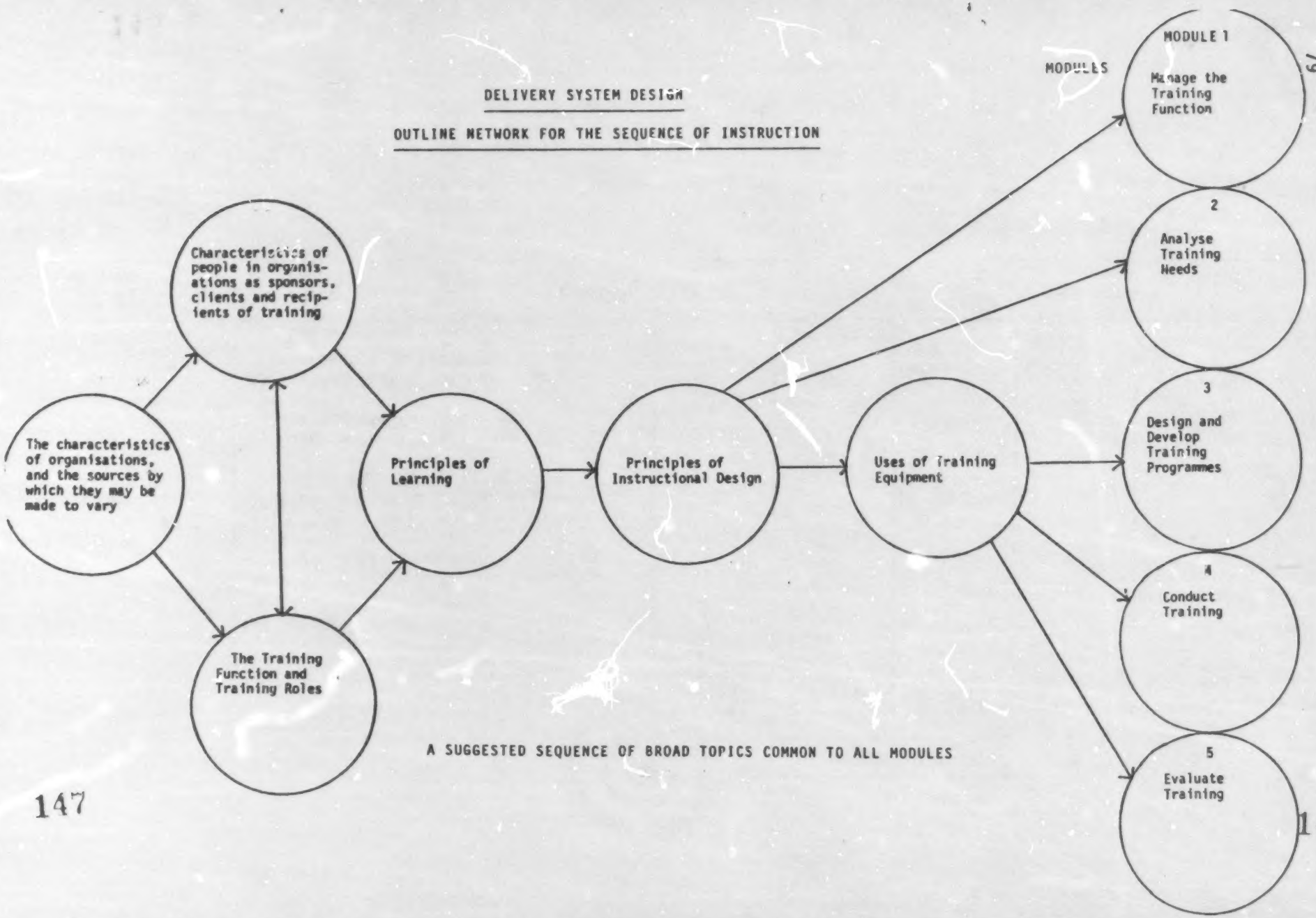
(a) Clarify and evaluate own goals, roles, values, feeling, strengths, weaknesses and defense mechanisms.

(b) Develop and maintain emotional resilience using techniques to relax, keep fit, manage own feelings and cope with change.

(c) Utilise methods to keep up to date with new developments in the specialist field of training.

DELIVERY SYSTEM DESIGN

OUTLINE NETWORK FOR THE SEQUENCE OF INSTRUCTION



A SUGGESTED SEQUENCE OF BROAD TOPICS COMMON TO ALL MODULES

GLOSSARY OF TERMS

ACTION LEARNING	A specific method of learning developed by Revans. Given a problem the trainees use their existing knowledge and skills to decide a solution and how to go about implementing it. They then go into an action phase when they try to put their ideas into practice. This is followed by a stage of reflection in which the results expected are compared with what has occurred. The method is based on the premise that we can only improve tomorrow by reflecting on how we have done today.
ACTION PLANNING WORKSHOP	A one day session at which all of the organisation's managers gather in order to identify problems, establish action targets and priorities and solve problems.
AUDIO-VISUAL AIDS	Aids to communication, learning and instructing which utilise both sight and hearing, e.g. movie films, video, tape/slide packages.
ASSESSMENT OF TRAINING	Effectiveness. A general term for the processes of determining whether training has enabled an individual or group to improve their contribution to profits or other economic indicator.
COMPUTER ASSISTED INSTRUCTION (CAI)	The use of a computer system to provide individual instruction in which the trainee interacts with the instructional programme through a keyboard terminal/visual display unit. The range of possible learning experience is wide, varying from simple processes using micro computers to sophisticated gaming and modelling exercises.

COST-BENEFIT ANALYSIS	A systematic comparison between the cost of applying a particular approach to training and the value which is derived from its successful application. It should attempt to quantify costs and benefits both direct and indirect.
CRITERION BEHAVIOUR	A description of what the trainee is expected to be able to do at the end of a programme. It should describe the questions the trainees should be able to answer and the skills they should be able to perform.
CRITERION REFERENCE ASSESSMENT	An assessment designed to measure the degree to which the trainee demonstrates by observable action or performance achievement of the training objective.
EFFECTIVENESS (OF TRAINING)	The extent to which training appropriately prepares trainees to meet job requirements.
EFFICIENCY (OF TRAINING)	The best use of the resources available in bringing the trainees up to the previously determined level of performance.
EVALUATION	The assessment of the total value of training in financial, organisational and human terms. It attempts to measure the overall effects of training, not just the end of course results but also whether training contributes to improved organisational results.
FEEDBACK	Any information which indicates a course of action is appropriate.
FORMATIVE EVALUATION	The process of evaluating the functioning of the instructional system to provide a basis for revising lesson plans, materials etc.
FORMAL TRAINING	A course of training that is conducted in accordance with an established prescription normally in an off-job setting.

GOAL ANALYSIS	A method of analysis developed by Mager used to identify specific behavioural indicators which can be used to measure the attainment of seemingly intangible goals.
GROUP TRAINING METHODS	Methods of training given to groups rather than individuals e.g. lecture, group discussion, role play.
INSTRUCTIONAL STRATEGY	A description of the specific learning activities that are to take place. It consists of three phases:

EVALUATION (criterion behaviour)	This phase describes the acts and conditions necessary for adequate measurement of the behaviour described by the objective.
PRACTICE	This phase describes the opportunities and problems necessary to assist the trainee acquire the objectives of training.
PRESENTATION	The first steps in learning sequence when the trainee is given the objective of training, shown how it can be attained and presented with the means of attainment.

INSTRUCTIONAL SYSTEM DESIGN	The process of developing an organised plan to promote learning. A step by step approach is taken of analysing needs, writing training objectives, determining training content, selecting methods and media, conducting training and evaluating results to establish whether the needs have been met.
JOB ANALYSIS	The examination of a job in order to identify its component tasks, their importance and the conditions under which they are performed.

JOB DESCRIPTION	A statement of the duties, tasks authorities and functional relationships which comprise a job.
MEDIA	The electronic and other means of communication used to support instruction and aid learning.
MISSION ANALYSIS	A process of systematically establishing the functional relationships that should exist between jobs in accomplishing the missions of a department or team.
MODULAR TRAINING	Training based on the concept of building up knowledge and skills in units as required by the individual. Each module is based on a group of skills which represent a viable job competency. The duration of a module varies according to its contents.
TARGET POPULATION	A description of the particular group of people for whom a particular training programme is designed.
TASK	A group of activities that generally occur close together and have a common purpose. A "key task" is one which substantially contributes towards reaching the overall objective of the job.
TASK ANALYSIS	A process of systematically deriving and recording the facts about a task to determine the knowledge, skills and attitudes needed for the performance of the task to desired standards.
TESTS	a) POST TRAINING TESTS - These are referred to as Terminal Tests and are designed to indicate whether a trainee has reached the standards required by the terminal objectives. They are conducted when training in each successive task is completed so that the trainee can be assessed as competent in a particular task.

TESTS

b) PROGRESSIVE TESTS - These are related to the enabling knowledges and skills which support a particular task. They have as their basis the enabling objectives and often represent stages in training that have to be achieved before the next stage can be attempted.

c) ENTRY TESTS - These tests are designed to determine whether a potential trainee has the necessary knowledge prior to a course. If a student fails the entry test either he can be excluded from the course or undertake remedial training to bring him to the entry standard.

d) PRE-TEST - The pre-test is designed to determine the knowledge or skill that the trainee has already and therefore does not require to learn on the course. It has the same standard as the post or terminal test standard.

e) DIAGNOSTIC TESTS - Diagnostic tests are prepared to probe areas of weakness revealed in progressive or terminal test so that appropriate remedial training can be prepared.

NORM REFERENCE ASSESSMENT

A form of assessment in which the trainees learning achievement is compared against that of other trainees and an order of achievement is established by means of a test.

OBJECTIVES

A statement of the behaviour that a learner is expected to display during or at the end of training. It normally has three constituents the performance required, the conditions under which the trainee must perform and the standard to which he must perform. Specific terms in use are:

a) Training Objective: A statement of what a trainee must be able to do at the end of training.

OBJECTIVES	b) Enabling Objective: A statement of what a trainee must learn to enable him achieve a desired training objective.
ON-JOB TRAINING (OJT)	Training given at the normal place of work in the skills appropriate to a task or job. It is an integral part of the overall training programme.
ORGANISATION DEVELOPMENT (OD)	Organisation development is an effort (1) planned (2) organisation wide and (3) managed from the top to (4) increase organisation effectiveness and health through (5) planned interventions in the organisation's "processes", using behavioural science knowledge.
SELF PACED LEARNING	A learning/instruction system whereby the learner is able to control the pace at which he works.
SUMMATIVE EVALUATION	The process of evaluating the outcomes of training to enable decisions to be made as to whether training is an appropriate use of economic resources.
TRAINING	The systematic development of the knowledge and skills required by an individual to perform adequately a given task or job.
TRAINING PERSONNEL	a) Training Analyst/Training Designer The person who uses diagnostic and an analytically tools instruments and methods to assist clients establish training needs and priorities and design packages and programmes to meet needs. b) Generalist Trainer The person who has direct responsibility for off job training and who supports management in their training role. Depending on the situation the generalist trainer maybe required to instruct groups, manage self study, and assist in various functions of analysis, design, development, conduct and evaluation of training.

TRAINING PERSONNEL	c) Training Manager The person required to plan, initiate, co-ordinate and evaluate training.
TRAINING PROGRAMME	A schedule of training modules and events set out in chronological order, showing the relationship between on and off training and the time alloted for each.
TRAINING SPECIFICATION	A detailed statement of what the trainee needs to learn to become competent in a particular job. It is based on a comparison between the standard required of a person on the job and the ability of persons who make up the traget population.
TRAINING TECHNOLOGY	A systematic approach to training which incorporates the application of developments in learning theory, training design and advances in electronic and computer technology. Training technology provides a wide variety of options and opportunities such as techniques of package preparation, guided discovery learning, distance learning and individualised learning.

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